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ABSTRACT

In 1992, United Grain Growers (UGG) and Manitoba Pool (MP) formed a partnership to examine the literacy and numeracy needs of their rural grain elevator operators and the potential of delivering a communications enhancement program in the rural areas. During part 1, the committee held a series of initial planning meetings. Both companies held management meetings to communicate the program profile, enlist support, and answer questions. Ninety-eight employees from both companies were interviewed for an organizational needs assessment. Recommendations for a general course outline included writing, reading, oracy, and numeracy. During part 2, a 10-week course was developed, with a 50-hour class component and a 30-hour homework component. Content areas included grading, marketing, chemicals, weeds, crop diseases, seed quality, and new crops and processes. During part 3, classes were held at a central location in each region. UGG and MP arranged classroom locations and lunch provisions. Part 4 involved feedback, evaluation, and revision. In each final class, students completed evaluation questionnaires. Comments were mostly positive. Samples of student work at the exit point showed improvement. A major criticism of the curriculum was that the early math component was too simple. The grain companies were very pleased with results. (The bulk of the document contains appendixes that include a map, information package, surveys and results, lesson 1, interview questions, and student evaluation form.) (YLB)

ED 380 691

COMMUNICATION ENHANCEMENT PROJECT

Manitoba Pool Elevators and United Grain Growers

PHASE ONE FINAL REPORT

by
Sandi Howell
Workplace Literacy and ESL Consultant

September 1993

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AGRICULTURE SECTOR PROJECT

PHASE ONE

FINAL REPORT

Curriculum Development, Pilot Course Delivery, and Curriculum Product

by
Sandi Howell
Workplace Literacy and ESL Consultant March 13, 1994

Completed for
Manitoba Basic Education in the Workplace Steering Committee

September 1993

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The BEWSC would also like to thank the Manitoba Government for providing coordination for this project through the Literacy and Continuing Education Branch of the Department of Education and Training.

We would also like to acknowledge the contribution in-kind of Manitoba Pool Elevators and United Grain Growers.

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BACKGROUND

Basic Education in the Workplace (BEW)

BEW , an initiative of Manitoba Education and Training, began in October 1991 with the hiring of a co-ordinator by the Manitoba Literacy and Continuing Education Office. BEW was created to respond to the literacy and numeracy skills needs of changing Manitoba workplace. Many companies in Manitoba are not only restructuring to respond to global markets and economies, but are also faced with the demands of rapidly changing technologies. A major factor in successfully meeting new conditions is the ability of the workforce to adapt to changes. The modern day workforce needs the skills required to respond to these changes and to function effectively in today's workplace.

A tripartite steering committee was created following the direction of NLS. This committee is a co-operative venture drawing on the resources and expertise of industry, business, labour and government. The BEW Steering Committee was created with equal representation from business and labour, and a staff member from the Manitoba Literacy and Continuing Education Office who provides the co-ordination. One of the main roles of the committee is to sensitize industries, including management and labour, to literacy and numeracy issues within the workplace.

One mandate under NLS funding is to create innovative models of provision to be developed and delivered according to industry sectors. One targeted sector was the agriculture industry. The first step in a project of this sort is to develop a project team.

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AGRICULTURE SECTOR

Early in 1992, United Grain Growers (UGG) and Manitoba Pool (MP), two competing Manitoba grain companies, formed a partnership for the purpose of examining the literacy and numeracy needs of their rural grain elevator operators and the potential of delivering a communications enhancement program in the rural areas. The grain industry is currently undergoing a number of major changes related to technological advances in the industry and structural changes within the companies. UGG and MP feel that the grain elevator workforce is not equipped with the necessary literacy and numeracy skills to meet the challenges presented by these types of changes.

The initiative has a number of interesting features. First, it is a partnership venture between two competitive companies. Second, the two companies have different organizational structures. MP is a member-owned co-operative and UGG is a privately owned corporation. Third, the potential student population for a course is scattered throughout rural Manitoba. Fourth, MP's rural employees are unionized while UGG's are not. Fifth, the project will be seasonally determined as the industry has its busy times and windows of opportunity.

While, naturally, there are differences between the two companies there are also similarities. First, both are internally structured with head offices supported by regional, district and local operations. Second, at the local level in the elevators, there is an elevator manager, assistant elevator manager and elevator assistant whose duties in both companies are similar. Third, both companies feel that there will be changes to their organizational structures, such as de-centralization or Total Quality Management, in the near future and that their employees are largely unprepared to meet these changes.

A project team was created in March 1992. The team was comprised of three representatives from UGG, four representatives from MP (one being an alternate), the BEW Co-ordinator and a consultant hired by the BEW Steering Committee to conduct the study. Due to unforeseen circumstances, the consultant hired for the project was unable to continue past Part One of the project. A second consultant began in December, 1992 and remains with the project. Union and labour representation was included. A smaller team consisting of one representative and

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contact from each grain company, the BEW co-co-ordinator and the consultant continued to meet throughout the project.

The project was delineated into four distinct parts;

- *Part One* - Information Sessions and Organizational Needs Assessment,
- *Part Two* - Curriculum Development,
- *Part Three* - Course Delivery, and
- *Part Four* - Feedback, Evaluation and Revision.

● *PART ONE*

To begin the project, a series of initial planning meetings was held by the committee.

April 1992. An initial team meeting was held to promote the project and outline team member responsibilities.

May, 1992. A strategy meeting was held at which time the team outlined the project's goals and objectives. An emphasis was placed on the *communications* concept.

June 1992, The BEW Co-ordinator and the consultant toured two grain elevators and a regional office for familiarization.

The team met to create an information package to be distributed to the targeted employees. An action plan was developed to recruit about 10 per cent of the employees from 12 different sites to be interviewed for a needs assessment.

Information sessions were held in Shoal Lake and Carman to outline the potential course to key players. MP invited about 30 managers, district managers, head office staff, sales representatives and grain marketing representatives from all the area districts. The W5 Syncrude video was shown and several participants spoke on their need for training and their support for the project. UGG invited eight

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district managers from the project zones. The ABC Canada video was shown and a detailed explanation of the project was given. There was a question period followed by a show of support.

Two zones were identified as indicated on the map in Appendix 1. They were called *Carmen* and *Shoal Lake*. The name *Communications Enhancement Program* was chosen for the course for several reasons. Both companies wanted to be positive and pro-active in their approach, emphasizing to employees that the intent is to build on existing literacy skills. The term *enhancement* was intended to convey this idea. The team also felt that as the enrollment would be volunteer, the name should be broad enough to attract a variety of learners, hence the use of the word *communications*. Also, the intent of the choice of *program* was to indicate that the course would be long-term in nature versus a workshop or seminar type of course.

Summer 1992. Management meetings were held by both companies individually to communicate the program profile, enlist support and answer questions. The strategy used for ongoing communication was to enlist the support of key spokepersons in each company and to have those individuals kept informed for the purpose of spreading information to district, area and elevator managers through telephone conversations and in-person, group and individual meetings. A professional presentation package was designed (see Appendix 2) and distributed to management and employees. Within this package, there was a general request to get volunteers to be interviewed for an Organizational Needs Assessment (ONA). The goal was to interview ten per cent of the employees. Confidentiality was stressed.

September 1992, This was chosen as the interview time as it coincides with the end of harvest and there is less activity for the employees. The consultant decided to do an ONA in order to identify learner-based needs and learner interests. The development of the ONA followed these seven steps:

- 1. Discussion of needs, issues and options by Team at planning meetings.
- 2. Tour of the workplace.
- 3. Designing the needs assessment questions (See Appendix 3).
- 4. Information sharing sessions with employees.

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- 5. On-site, voluntary, confidential interviews.
- 6. Analysis of the above.
- 7. Report of needs and suggested pilot project outline.

By September 1992, Steps 1-4 had been carried out. The interviews took place in late September. A total of 98 employees from both companies participated, including elevator managers, assistant elevator managers, elevator manager assistants, district representatives and area managers. The interviews were done in two different locations; in *Carmen* (approximately 40 k. S.W. of Winnipeg), 18 farming communities were represented and *in Shoal Lake* (approximately 250 k. N.W. of Winnipeg), 16 different locations were visited. The following charts show the interview profile by location, company and job.

MP	CARMAN	SHOAL LAKE	SUB-TOTAL
Employees	21	9	30
Mgrs./Supervs.	8	17	25
Totals	29	26	55

UGG	CARMAN	SHOAL LAKE	SUB-TOTAL
Employees	13	13	26
Mgrs./Supervs.	9	8	17
Totals	22	21	43

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The questions addressed were:

- 1. length of time with the company.
- 2. description of daily tasks.
- 3. types of literacy at work (e.g., reading, oral).
- 4. types of numeracy at work (e.g., per cent, addition).
- 5. changes in the workplace.
- 6. training "haves", training "wants".

In addition, managers were asked:

- 1. communication concerns expressed by employees.
- 2. common workplace problems.
- 3. staff and personal skill development.
- 4. training priorities and preferences.

The interview forms are contained in Appendix 3.

ONA GENERAL RESULTS

Typically, the range of results is broad. Appendix 4 shows the results by topic such as stress management and report writing. Appendix 5 shows the topics according to four broader categories as follows:

- ☞ Operations.
- ☞ Communications.
- ☞ Computers.
- ☞ Employee Development.

Topics of particular interest included basic writing, chemicals, computers, customer relations, grain grading, interpersonal skills, letter writing, marketing, manager's training, presentations and reading.

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The recommendation for a general course outline was as follows:

- *Writing* - Basics such as sentence structure and spelling, letter and report writing.
- *Reading* - Basics such as comprehension, skimming and retention.
- *Oracy* - Presentation and conversational skills.
- *Numeracy* - Per cents and conversions.

Some of the work-related topics of particular interest which could provide content for basic skill practice were as follows:

- *Marketing* - Terms, concepts and strategies.
- *Interpersonal* - Public and customer relations, negotiating, conflict resolution, problem solving.
- *Grain Grading* - Concepts and strategies.
- *Chemical Use* - Technical information and conversions.
- *Computers* - Use.

At this point, the second consultant assumed responsibility for the project and *Part Two* began.

● *PART TWO*

January 1993. The window of opportunity for the delivery of the course was determined as being between January and the beginning of April, depending on weather conditions. It was decided that the course would run for 10 weeks, with one class of five hours a week for a total of 50 hours in-class time. There was a homework component which was to total 30 hours. The total course, then, was 80 hours.

There were several terms of agreement that UGG and MP were insistent on. One was that no testing of any nature be done to determine literacy levels, either before or during the classes. Another was that no additional interviewing of the

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students be done in terms of continuing with a program needs assessment. The third was that a certain part of the curriculum, including full lesson plans, be created prior to the start of the classes and approved by the companies. These factors made it somewhat difficult to establish exactly what would be required for these students, especially in terms of their literacy level.

The consultant visited a grain elevator and did a literacy task analysis of some of the workplace functions. In addition, some of the human resource personnel were interviewed to try to determine the functioning levels of the students. The answers ranged from zero literacy level to university level. This meant that any curriculum development would have to provide for a multi-level student group. In other words, provision would have to be made for every literacy level within one class.

As with any workplace contract, the curriculum would also have to reflect the concerns of management, employees and union. In this situation, this meant that the curriculum would include a component that addressed future concerns, of which the employees were largely unaware.

Fortunately, there was a wealth of written materials from which to draw for relevent content materials. Also, the students had already expressed a keen interest in some of these workplace-related topics. This became the fodder for the initial lessons in the hope that it would be highly motivational for the students to practise literacy skills using these topics.

In designing a curriculum, we attempt to wed the students' wants, the employers' needs and the expertise of the practitioners. The result is a course of action interlaced with reflection and evaluation. The course is designed to be responsive to the varying levels of student ability and the continued requests of the students and employer. A predominate consideration is that we are always using the language and functioning of the workplace as the material of our lessons. The aim is not to instruct in workplace information, procedures and policy, but to use these existing elements as the axis around which to rotate the learning of literacy skills.

The 50 hour-group class time was directed to the clarification/introduction of the literacy tasks required for this workplace. The 30 hour home study will be used as a

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consolidation and transfer point for class material. It also served as individual student tutorial and feedback point regarding progress. The strategy was to begin with the basics, such as sentence structure skills, for the purpose of enhancing existing skills and laying a common framework for more complicated activities. The course would progress to student-generated scenarios that would incorporate many literacy tasks. For example, the final classes were spent preparing and delivering oral presentations that included a written report component based on a workplace situation and incorporating elements such as charts and graphs. Basically, the final project involved all the learned components, from good sentence writing and spelling to report writing with charts/graphs to oral presentations with visual materials.

The chosen content material reflects the interest and concerns of the students. Content areas such as grading, marketing, chemicals, weed types, weed resistance, crop disease, GRIP, GATT, seed quality, new crops and processes such as herbicide use served as the basis for learning the literacy task. We attempted to use non-partisan resources wherever possible. This type of content area allowed students to bring their expertise to the classroom and was highly motivational.

An important part of this process was the ongoing evaluation and revision of the course. The initial curriculum was meant to serve as a guide for the teacher as to learning requirements and as a resource for learning material. Part of the teacher's job was to ensure that it was appropriate to the students and to remain responsive to previously unidentified needs from the students and employers. The end product is a curriculum which reflects initial predictions and desires in concert with ongoing realities.

Lessons 1, 2 and 3 were developed in their entirety and a meeting was held with representatives from the grain companies to present the material. It met with their full approval and from this point on the curriculum was developed in units. For example, reading, report writing and oral presentations were units which were developed throughout the course, partly in direct response to teacher feedback and partly from the analytical standpoint of what a learner would require to function effectively within this skill area. Appendix 6 contains Lesson 1 as an example of the initial lesson plan. Appendix 7 is a unit on oral presentations as an example of a skill-related unit. Phase One of this project was approached as an introductory course in which we were laying a foundation for future endeavours.

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Part of the curriculum development goal was to produce a final product which would be in three parts. The intent of this product was to provide a curriculum which could guide future courses of this nature, either within Manitoba or in other provinces. *Section One* is Lessons 1, 2 and 3 as discussed above. This section can serve as an example of how individual classes can flow. *Section Two* is a diarized version of the pilot course with accompanying lesson materials. This section gives an idea of the amount and type of material which can be covered in a course of this nature. *Section Three* is a collection of the course material by skill area, such as oral presentation. This product will allow future teachers to draw on materials in a self-determined fashion, or will allow them to use the lesson plans to guide them through the course. The curriculum is available by contacting the Province of Manitoba, Department of Education, Literacy Branch.

There was a lot of co-operation from the grain companies in the photocopying and distribution of the curriculum. A computer disc was transported from the consultant to UGG on a weekly basis. UGG ran off copies of the lesson materials and then sent them by courier to the teachers. MP provided additional photocopying services through their regional Brandon office.

The teachers provided feedback on the lesson material to the consultant by weekly phone calls. This was also the time when additional materials were requested. In addition, each teacher kept a lesson log of lesson objectives, activities and the materials used. These were submitted to the consultant when the classes were over for the production of the final curriculum product as discussed above.

● *PART THREE*

January 1993, It was determined that the end of January would be the latest start date for the 10-week class. The hiring process began early in January. A list of potential teachers was compiled and two interview dates were set, one for the *Shoal Lake* teacher and one for the *Carman* teacher. A human resources representative from each company would be present at the interview. This provided invaluable information as to who would be suitable for this type of program according to the learner population. These representatives were the project contacts for each company. The BEW Co-ordinator and the consultant

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would also be present at the interviews. The BEW Co-ordinator arranged the interviews and provided a list of interview questions, along with a task to be completed by the potential teachers prior to the interview. These are contained in Appendix 8.

In the meantime, MP and UGG had finalized a class list and created a package containing learner profiles. MP and UGG also provided binders, paper and pens for the students and any teaching materials, such as felt pens and a flip chart, for the teachers. Arrangements were made for the use of audio-visual equipment if required.

The classes would be held at a central location in each designated region. UGG and MP arranged classroom locations and lunch provisions as the classes basically ran all day. In Carman, classes were held in a meeting room at the back of Chicken Delight, certainly a convenience in terms of the catered lunch. In Shoal Lake, classes were held at the Recreation Centre and lunch was catered by the Rec Centre staff. Shoal Lake is about one hour north of Brandon and the teacher drove to the classes daily. The Carman teacher lived just outside Carman and was a farm producer himself. The students were no more than a one hour drive from either classroom and were given full time off to attend the class. In addition, as this time frame is traditionally a slow time in the agriculture industry, the students were allowed to do their homework during working hours.

Two teachers were chosen and a meeting was arranged in Winnipeg with the consultant to brief them on the project and explain the curriculum and the process we would be using. Additional literacy materials were provided and/or suggested for the teachers to draw on. The learner profiles were passed along to the teachers. Arrangements were made for the Shoal Lake teacher to use various resources in Brandon where she lives. The Carman teacher was invited to use Winnipeg resources. Photocopying, long distance calling and contract arrangements were also made.

In total, three classes in each location were held. MP had a total of four classes, two in each location and UGG had two, one in each. The classes were very different in nature. In Shoal Lake, the participants in the MP classes were somewhat divided according to their job descriptions. The Wednesday class had mostly elevator managers while Monday's had mostly assistants. This was not a

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deliberate arrangement but resulted in there being a different classroom learner profile. The general knowledge base and literacy skill level was different. This meant that the elevator managers, who were slightly older, knew a great deal more about the grain industry and such things as marketing and grading. In addition, they were better established as they had attained the job positions they wanted. Their source of motivation came from the fact that they could see the industry changing around them and had been away from learning for some time, in most cases. This left them feeling somewhat helpless. In contrast, the assistants were younger and striving to establish themselves in the industry. They were interested in being managers and were hungry for any information which would help them such as grading and marketing. While they were less aware of the potential changes in the industry, the motivation was more in the nature of career progression. The UGG class had a mixture of students. There was a difference in the nature of the employment conditions between the two companies which also changed the learner profile slightly. MP generally was less formal and more involved with the head office and management decisions and policies. In Carmen, the UGG class had only four students and was more like a tutorial in nature. The employees in the MP classes were evenly distributed in terms of job description; however, one of the classes had a majority of students who were high functioning level, experienced and very demanding in terms of their needs. Within the parameters of an introductory course of this nature, it became a challenge to keep them fully motivated. In summary, each class was unique and required slightly different teaching strategies. The final curriculum product represented an amalgamation of the four classes.

Each class was visited by the grain company contacts, the BEW Co-ordinator and the consultant at various times. Fundamentally, the curriculum seemed appropriate to the students' needs and they appeared to be very motivated. It was discovered that, with the exception of one or two students, the literacy functioning level was quite high. None of the students were at a Stage One Level (see Appendix 9 for descriptions) and most were at Stage Three. The task became keeping them motivated while sharpening and broadening the existing skills.

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● *PART FOUR*

In each final class, an evaluation questionnaire was given to each student to be filled out anonymously (Appendix 10). In addition, each grain company did their own evaluation.

The comments were mostly positive. Some students felt that the material was too basic and wanted something more challenging. Interestingly, samples of student work at the exit point showed improvement from the starting time; however, not all the skills had been mastered.

Evaluations of student progress were unobtrusive. Samples of student writing were examined at various points in the course and assessments made of their needs and progress. Although 10 weeks was not a lot of time for the consolidation of these skills, improvement was shown.

A major criticism of the curriculum was that the early math component, involving conversions, was too simple. However, the teachers report that some of the students did have difficulty with this level. These students were encouraged to practise these skills in their individual work time. A revision to this section was made and included for future use.

The students particularly liked the oral presentation component. Many of them found this skill to be very stressful and they really benefitted in terms of skill improvement and self-confidence.

The grain companies mirrored the students in their reactions. They felt that certain components, like the simple conversions and some sentence structure exercises, were too basic. However, they were very pleased with the overall course and results. They requested that a second course, Phase Two, be initiated to run in the fall of 1993. Phase One would also be offered to employees who had not already participated.

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SUMMARY

A final team meeting was held to conclude Phase One. The team concluded that the project was a success. It succeeded in meeting the needs of very diverse concerns, from management's future needs to the needs of a mixed student population in terms of job description and literacy level. There was discussion at this time of continuing with Phase Two, particularly as the students had shown a strong interest. Phase One would also be offered again to those who had not participated.

The same administrative process would be used for any upcoming projects as the team concept and the inclusion of the BEW Co-ordinator had proven to be a successful working model for the co-ordination of the project. The concept of using two central class locations was also workable as was the timing and structure of the classes. It can be concluded that the project succeeded in overcoming some of the initial challenges to delivery, including the co-operation of competing companies and the scattered rural student population.

Thanks to NLS funding, a final curriculum product was created which has proven useful for other projects and for re-delivery of Phase One in the 93-94 winter season,

COMMUNICATION ENHANCEMENT

A Work Place Language Training Program

APPENDIX 1

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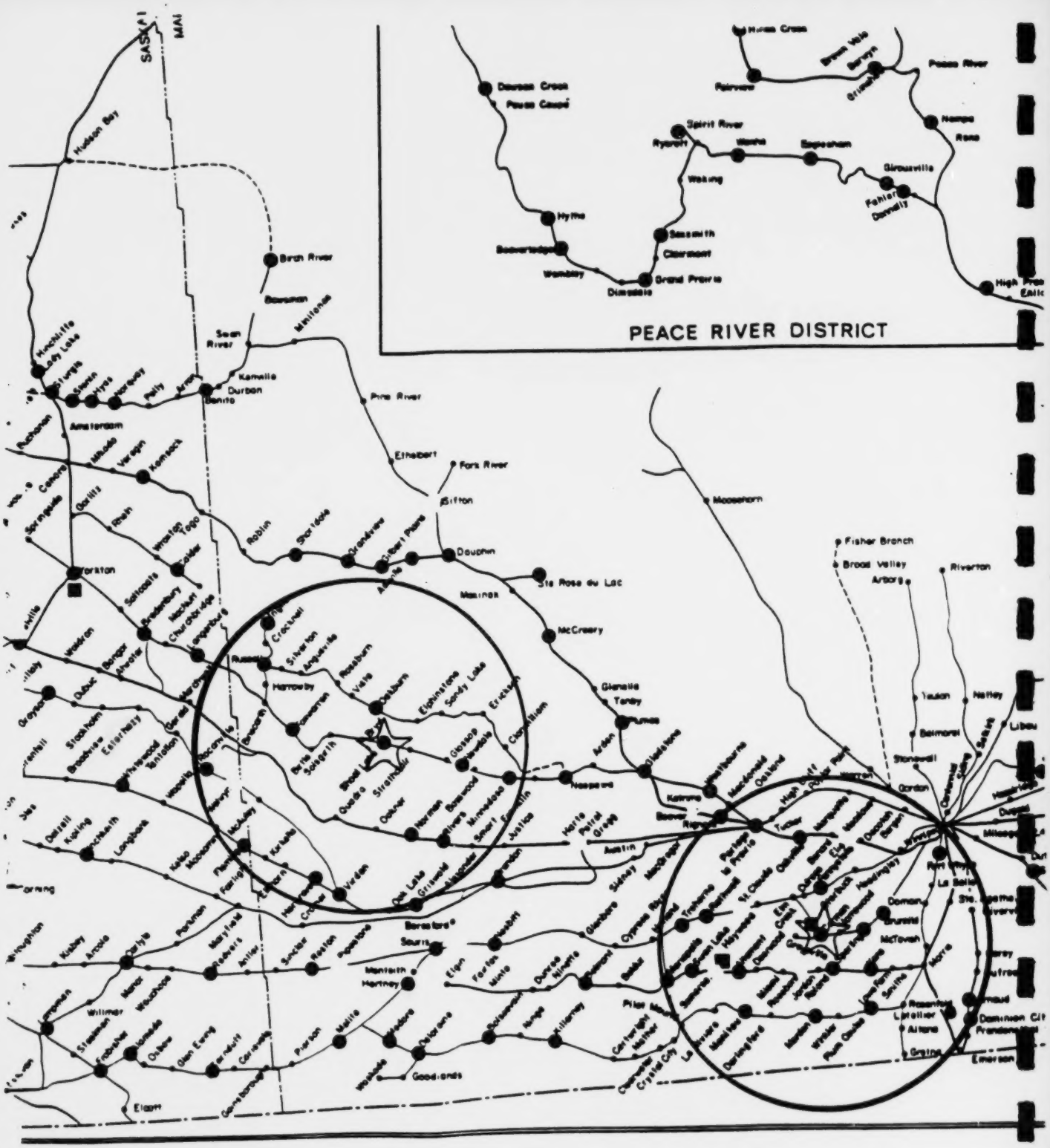

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APPENDIX 2

COMMUNICATION ENHANCEMENT

A WORKPLACE TRAINING PROGRAM

United Grain Growers and Manitoba Pool would like to thank the National Literacy Secretariat, Multiculturalism and Citizenship Canada for their financial assistance through the Manitoba Basic Education in the Workplace Steering Committee.

United Grain Growers and Manitoba Pool would also like to acknowledge the Manitoba Literacy Office, Department of Education and Training for providing the coordination for this project.

MANITOBA BASIC EDUCATION IN THE WORKPLACE

Basic Education in the Workplace, a new initiative of Manitoba Education and Training, began in October, 1991, with the hiring by the Manitoba Literacy Office of a Coordinator, Basic Education in the Workplace. This service was created to respond to the needs of the changing Manitoba workplace. Many companies in Manitoba are restructuring and changing the way they do business to respond to global markets and the demands of rapidly changing technologies and new processes. A major aspect of adapting to change involves equipping the Manitoba workforce with the necessary skills and abilities to meet the challenges of this new evolving workplace.

The Basic Education in the Workplace initiative receives funding from two sources, the National Literacy Secretariat (NLS) and Employment and Immigration Canada (EIC). There are distinct criteria for accessing the funds from the respective sources.

National Literacy Secretariat Funding

A tri-partite steering committee was created following the direction of the NLS. This committee is a cooperative venture utilizing the resources and expertise of industry, business, labour, and government. The committee was created with equal representation from business and labour, with a staff member from the Manitoba Literacy Office providing the coordination. One of the main roles of this committee is to sensitize industry, both management and labour, to literacy and numeracy issues. The committee assists in the dissemination of information related to workplace literacy through various mechanisms.

Our mandate under this funding source is to create innovative models of provision to be developed and delivered sectorally. The material, curriculum, and other information garnered from these pilots will be distributed to umbrella organizations within each of these sectors. The curricula developed will provide guidelines with built-in flexibility to accommodate the uniqueness of each workplace.

Sectoral industries targeted by this initiative are directly related to the industrial composition of Manitoba. Currently, we are in the process of developing models of provision in the following sectors: agriculture, manufacturing, construction, transportation, special needs, and the garment industry.

The process utilized to develop these pilot projects funded by the NLS has been designed to allow flexibility to accommodate the structure of the respective worksite. Our first step in this process is to create a group at the worksite, often called the project team. This team has equal representation from management and the workforce or labour group. A Basic Education in the Workplace Consultant, who is contracted by the tri-partite steering committee, is also on the team to provide educational guidance and expertise. The role of the team is to provide insightful guidance and direction to the project.

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The next step is to develop and conduct an in-depth Organizational Needs Assessment (ONA). The structure and characteristics of the ONA utilized is collaboratively created by the project team and the Literacy Office's Coordinator, Basic Education in the Workplace. The recommendations developed by the ONA are then reviewed by the project team, which makes decisions regarding the details associated with the implementation of any programming that may be required. As was previously stated, the resulting curricula will be utilized in similar sectoral worksites with adaptations as required.

Employment and Immigration Canada Funding

Our second and equally important funding source is Employment and Immigration Canada (EIC). EIC funding is to be utilized for immigrant or non-immigrant employees who may require a literacy and/or numeracy program due to a technological or market change.

To develop workplace programs utilizing EIC funds, a number of steps are followed. First the Coordinator, Basic Education in the Workplace meets with a contact person in the company to discuss the structure of the company and the literacy and/or numeracy requirements of the company. A needs assessment is then conducted to ascertain the actual educational needs. Based on the results of the assessment we develop programming to meet those needs. The duration and the delivery schedule for these classes is designed to meet the needs of the individual worksite. These programs can be delivered to worksites as long as the need is there.

Funding for EIC-sponsored programs varies according to the duration of the project and the nature of the specific worksite's needs. Funds are provided to the company to pay the instructor's salary. Employers are expected to provide release time for employees, the training site, consumable goods, and a completion ceremony. The employees are expected to attend one-half of the training on their own time. The province provides the coordination through the services of the Coordinator, Basic Education in the Workplace, Manitoba Literacy Office, and a branch of the Department of Education and Training.

The main advantages of the Manitoba model are twofold. Firstly, it is a cooperative venture between industry, labour, and government. The educational component is provided by the Manitoba Literacy Office in the role of the coordinator. Secondly, due to the inherent flexibility of the model, we are restricted to a structured development and delivery mechanism. Recognizing the variability in industrial worksites, we design a process to fit each workplace scenario which is responsive to the needs of the individual worksites.

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The ultimate goal of the Manitoba Basic Education in the Workplace initiative is to accomplish the following objectives:

- a raised level of awareness, knowledge, and understanding of the literacy issues among management and labour as it relates to their response to the changing structure of work

- well-developed models of provision and materials which are flexible enough to be utilized in a wide variety of settings

- a workforce which is more adaptable, marketable, and better equipped to meet the changes in the nature of the workplace as it exists today and tomorrow

- a well-trained and a well-developed instructor group to respond to the unique structure of education in the workplace projects.

By providing expertise and guidance to industry, business, and labour groups during the initial development stages of this venture, we hope to inculcate a training culture in the Manitoba work world.

Agriculture Sector

Early in 1992, a partnership was initiated by two key Manitoba grain companies: United Grain Growers (UGG) and Manitoba Pool. These companies wanted to discern the literacy/numeracy needs of their grain elevator operators and also to identify an appropriate delivery mechanism. Grain elevators and the grain industry are currently undergoing a number of changes due to rapidly changing technologies in the industry, and also the fact that grain elevator operators will be required to do more diverse jobs in the future. The aforementioned companies feel that the present grain elevator workforce is not equipped with the necessary skills to meet the challenge necessitated by these changes.

This project has a number of interesting and innovative features. It is a partnership venture between two competitive companies of which one company, Manitoba Pool, is unionized and UGG is not. The two companies have differing organizational structures: Manitoba Pool is a member owned cooperative; and United Grain Growers is a privately owned corporation.

A project team was created in March 1992; the team is comprised of three representatives from UGG, four representatives from Manitoba Pool, one of whom is an alternate, the BEW coordinator, and a consultant hired by the BEW steering committee to conduct the study.

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The 5 W's

of the

Communications Enhancement Program

What

Why

Who

When

Where

September 3, 1992

This represents an opportunity for United Grain Growers to work with Manitoba's Provincial Government professional staff, a designated communications consultant and representatives of Manitoba Pool in the design and development of a training program. The purpose of the program will be to enhance the communications skills of employees.

The province has a serious interest in making a contribution to employee development in the agri-industry. We will be fortunate to receive the commitment of human and financial resources for this pilot project. This commitment will extend over 12 to 18 months and will include:

- identification of the communication related needs of our elevator employees
- development of a training program based upon these needs
- delivery at or as close as possible to the employee's work/home location
- evaluation of the pilot program and revisions as necessary
- transfer of the program to UGG

Today we want to explore this opportunity together. You will bring a great deal of expertise and wisdom to this study; your understanding of the country elevator system is invaluable.

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What

What is the Communications Enhancement Program?

Communications Enhancement Program is a special program we've begun to help identify the kinds of communications training our employees want and to develop a program to meet their needs.

What will Communications Enhancement Program look like?

The first step is to find out what you need and want in a program. An external program partner will talk with about 10% of our Manitoba employees to get a clear idea of what training you want.

The second step is a report and proposal, outlining program options.

The third step will be to initiate a pilot project, sometime in the early winter. It will last a few months and consist of a variety of communications training.

After the first program is complete, we will make the necessary changes and start a new program for the whole company.

How will we find out what you need and want in a program?

We would like to interview 10% of our employees. Volunteers sign up to be interviewed and the interviews are confidential--just between the employee and the interviewer. The interviewer asks a variety of questions, takes notes and files a report based on findings. No names or direct quotes are used.

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What will we do before we talk with you?

Map out an overall plan

Form project team

Plan & develop the project

Identify & confirm pilot areas

What will we do after we talk with you?

Review the project plan

Conduct interviews

Analyze findings

Write report with recommendations and a broad program outline

Prepare a pilot program

Deliver the pilot

Evaluate the pilot

Revise the pilot

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Why

Why is the company doing this?

We hear from employees that communications is a big part of their job and that it is changing all of the time. We know that the demand for communications is increasing in all jobs. The skills we need and the tools we use to communicate are changing as well, and the pace of information is more rapid. Employees are telling us that they want to learn how to communicate more effectively, to learn more about things like writing reports. We want to provide the best training possible. That's why we're involved in this project.

Why should I participate?

This is as golden opportunity for you to provide us with direct input into the assistance, training and program type you need to help you enhance your current communications skills.

Why follow this process?

1. Programs in this company must be developed to meet employee needs.

2. Those who are involved in the delivery of these services must have a clear picture of the company, the culture, working environment, employees and issues.

3. Your input will help us to identify issues that will make or break the program. Knowing what may come up opens the door for choices and solutions.

4. Establish base for building, launching, executing and evaluating the program.

5. Employees can benefit from this program, but they must first know it exists. To be committed to a training program, they must want it. Helping to build it ensures that the program is what employees want.

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Who

Who is going to interview me?

An external person has joined us for this project. This individual will meet with all volunteer interviewees individually. Your comments are confidential.

What kinds of questions will I be asked?

Generally, the interviewer will ask you the following:

1. introduce yourself
2. describe the functions of your job
3. discuss what kind of training you have had
4. outline what kind of communications you do now
   - reading, writing, speaking and listening
   - verbal, written and computer
5. identify what kind of communications training would be useful for you to do your job better
6. explain how you communicate with other employees/customers
7. indicate what kind - if any - communications training you have received
8. describe how you think you learn best
9. discuss what workplace changes have taken place over the past 2 years

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10. describe how you think your job will change in the future

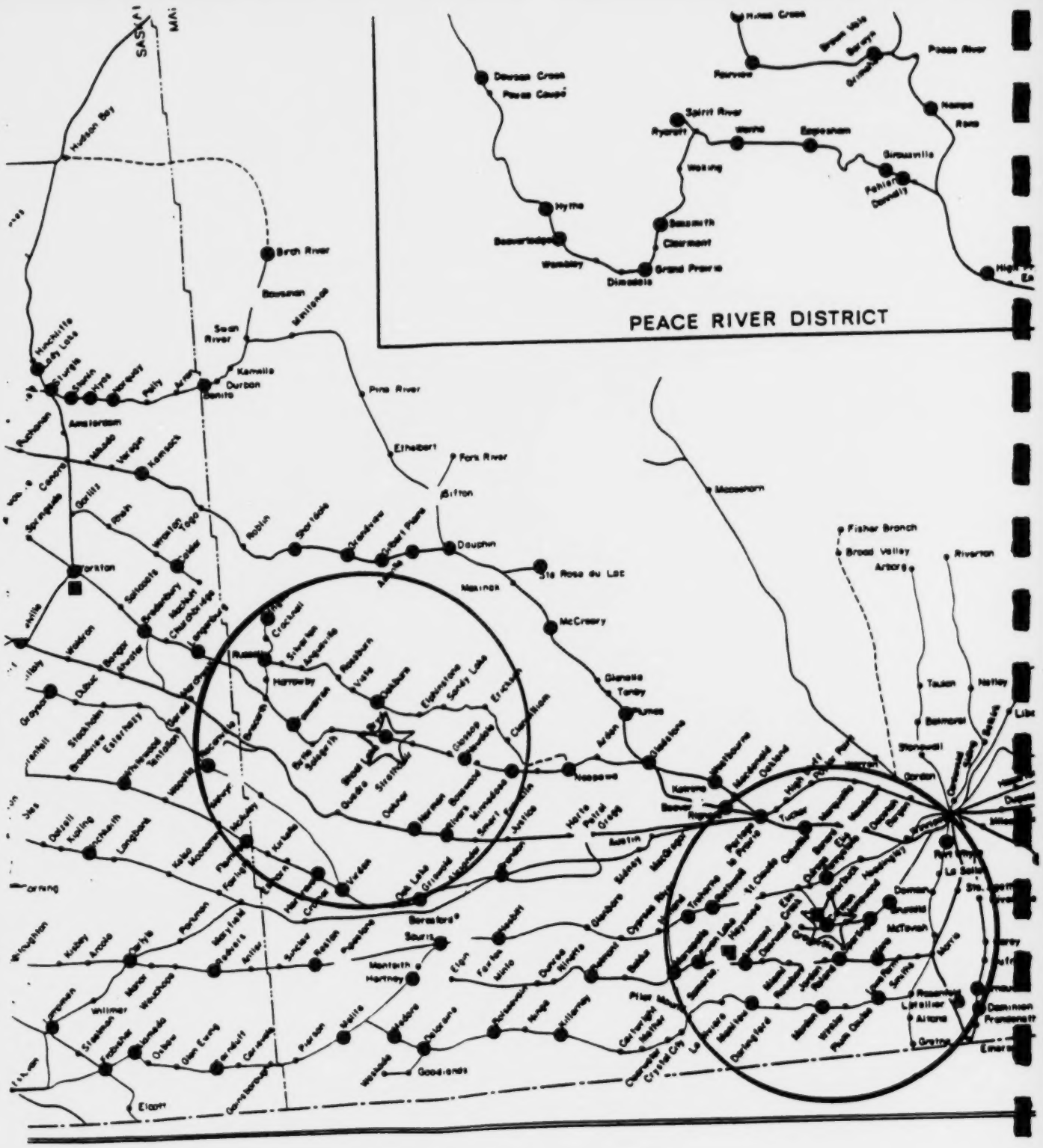
11. identify the methods of communication you prefer
    - telephone
    - in person; one-on-one
    - video
    - computer/E mail
    - newsletter/newspaper
    - magazine

What happens with the information I provide?

The interviewer will assess all the information gathered during these interviews and prepare a report for our company. The report will outline, in a general way, what the communications issues and needs are. It will also outline options for us to undertake to get you the training you need.

Who else will be interviewed?

See attached map and list



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When

1. Committee has established a tentative schedule for the whole pilot project.

2. Meeting with Area Manager and District Managers during the summer months.

   District level meetings at the end of summer or the beginning of fall season.

3. The interview component is most successful if carried out quickly, over a short period of time.

   Interviews proposed: Carman area late August/early September
   Shoal Lake area early to mid September

   Announce request for volunteers. Volunteers represent all key areas, positions, and employees.

   Set up and carry out interviews.

4. The analysis of the interviews and preparation of the report takes two to four weeks.

   The interviewer prepares and presents the report. Target: October

   Committee assesses report.

   Committee and interviewer plan program.

5. The ideal time frame for a pilot program is three to six months. Within this period of time we will conduct an evaluation for the purpose of revising the program where necessary.

Where

Interviews will occur as space and facilities allow.

In offices

At elevators

In the local coffee shop

At home, if all else fails

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THE RESULT

What will the program be called?

The Communications Enhancement Program

See attached announcement

Will this affect my position, pay or promotability?

This is a voluntary program. It is up to individual employees to decide whether or not to participate in the pilot.

In the past you have wanted your personnel file to contain a historical record of the kinds of training you have taken. Unless you direct us otherwise, the fact that you have participated will be noted on your file.

There will be no tests or exams. Individuals will set their own goals and evaluate the program's success in terms of being able to meet their own goals.

Your progress will not be identified in any way. You will proceed at your own speed and learn at your own rate. Your goals are your goals.

ANNOUNCEMENT

COMMUNICATION ENHANCEMENT PROGRAM

*** Advance Your Skills ****

Improve Your Reading and Writing

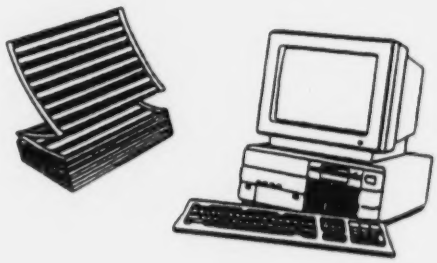
At Work!

"Coming Soon to Your Worksite!"

Permits & Forms

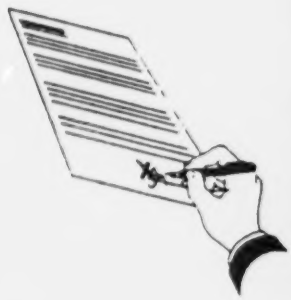
Reports & Memos

Computers



Charts

Contracts



Manuals

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February 11, 1993

Dear 1~,

Thank you once again for your participation in the recent Communications Enhancement Program interviews. The ideas you shared with the consultant will be used in the on-going development of our training programs and courses.

Your contributions have been analyzed and a report put together. The report contains a list of all of the ideas that came forward. For your information that list includes the following topics:

accounting
agronomics
basic writing **
business administration
career planning
charts
chemicals **
coaching
collections
computers **
conversation **
crops (special)
current issues
customer relations **
elevator functions
employee assistance
farm supplies
farming
fertilizers
financial planning
financial statements
general education diploma
grain grading **
grain industry
graphs
hi-tech
interpersonal skills **
job applications & resumes
leadership
letter writing **
management training **
marketing **
mathematics
memo writing
motivation
negotiating
operations
orientation **
personnel management
planning & organizing
presentation skills **
problem solving
producer cars
program planning
psychology
public relations
quota system
reading
retail management
retirement/pre-retirement
report writing **
sales
spelling
stress management
teamwork
terminal operations
training of others
transportation
typing/keyboarding
vocabulary
weed/disease identification

The asterisks (**) beside some of the topics identify those that were mentioned most often in the interviews. Some of these topics like basic writing, conversation skills, customer relations, letter and report writing, and presentation skills fit within the proposed Communications Enhancement Program.

The topics that fall outside of the Communications Enhancement Program will be considered in the overall company plan for employee development. Training in these areas will be delivered through other courses over time.

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The Specifics of Our Plan to Date

1. Informing ourselves and our program partners--company tour, annual reports, publications, communications media, facilities.

2. Develop interview plan.

3. Draft interview questions--tailored to varied participants.

4. Present draft to committee. The committee reviews and amends the questions. Are the questions thorough, appropriate, sensitive to company issues, readable and clearly stated?

5. Finalize changes.

6. Communicate plans to all key decision makers.

7. Choose key contact person within each company.

8. Ask for volunteers to participate in the interviews. Guarantee and respect confidentiality.

9. Set dates, times, places.

10. Carry out the interviews.

11. Analyze the findings of the interviews, prepare a report and present a recommendation to the committee for consideration and reaction.

12. Design a pilot program curriculum. The curriculum must be structured and yet sufficiently flexible to accommodate adult learning needs and individual development levels. Develop a collection of workplace reading materials.

13. Invite participation from those involved in the needs assessment.

14. Select instructors to deliver the program. Deliver the pilot.

15. On-going monitoring and program evaluation. Intervention and revision as necessary. Status of program delivery - lesson #3 delivered, beginning lesson #4 on Monday, February 15, 1993.

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APPENDIX 3

COMMUNICATIONS ENHANCEMENT PROGRAM

Interview Questions for Employees

Date: _____ Location: _____

Name: _____ Title: _____

Division: _____ Area: _____

1. How long have you worked for the company?
   In this position?

2. Describe what you do on a typical day.

3. What kinds of communicating do you do at work?

4. What kind of reading do you do?

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5. What kinds of written documents do you prepare?

6. You work with numbers. Does that mean that you are doing calculations?
What type of calculations do you do?

7. How do employees communicate with each other?

8. What changes have affected you in the workplace?
What changes will affect you in the workplace?

9. What kind of training have you had?
What kind of training would you like?

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COMMUNICATIONS ENHANCEMENT PROGRAM
Interview Questions for Managers/ Supervisors

Date:_____ Location:_____

Name:_____ Title:_____

Division:_____ Area:_____

1. How long have you worked for the company?
   In this position?

2. Describe what you do on a typical day?

3. How do you communicate with your employees?

4. What kinds of concerns about communications do employees bring to your attention?

5. What are the most common problems you deal with daily?

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6. What kind of reading and writing do employees do now? What about in the future?

7. How has the workplace changed in the last few years?

8. What do you see as the biggest change that will take place in the future?

9. What skills would be most beneficial for you in the future?

10. What skills would be most beneficial for your staff?

11. If a communications training program were implemented, what do you think should be a top priority?

12. What methods of communication are used by you in your work?

METHOD	USED	LEVEL OF USE	PREFERENCE
TELEPHONE			
NEWSLETTER			
IN-PERSON			
NEWSPAPER			
VIDEO			
MAGAZINE			
COMPUTER			
ELECTRONIC MAIL			
OTHER			

APPENDIX 4

ONA RESULTS BY TOPIC

TOPIC	MP CARMAN		MP SHOAL L.		UGG CARMAN		UGG SHOAL L.	
	M/S	EMP.	M/S	EMP.	M/S	EMP.	M/S	EMP.
Accounting								*
Agronomics		*		*				
Basic Writing	*	*	*	*		*		*
Bus. Admin.				*				*
Career Plan.	*							
Charts	*							
Chemicals		*	*	*	*	*		*
Coaching						*		
Collections			*					
Computers	*		*	*	*	*	*	*
Conversation				*	*		*	*
Crops						*		
Current Iss.						*		
Cust. Rels.	*	*	*		*	*	*	
Elevator								*
Empl. Assis.			*					
Farm Suppl.				*				*
Farming							*	
Fertilizers	*				*			
Fin. Plan.							*	*

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TOPIC	MP CARMAN		MP SHOAL L.		UGG CARMAN		UGG SHOAL L.	
	M/S	EMP.	M/S	EMP.	M/S	EMP.	M/S	EMP.
Fin. State.	*							
GED		*						
Grading		*	*	*	*			*
Ag. Industry								*
Graphs	*							
H.O.	*			*	*		*	*
Technology			*					
Interpers.			*	*	*	*	*	*
Job Apps.							*	
Leadership	*							
Letters	*		*	*	*			*
Marketing	*	*	*	*	*	*	*	*
Mgr. Training		*		*	*	*	*	
Math				*				*
Memos							*	
Motivation			*		*			
Negotiation	*							
Operations				*				
Personnel								*
Presentations	*	*	*	*	*		*	

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TOPIC	MP CARMAN		MP SHOAL L.		UGG CARMAN		UGG SHOAL L.	
	M/S	EMP.	M/S	EMP.	M/S	EMP.	M/S	EMP.
Program Plan.	*							
Prob. Solving	*		*					
Producer Cars		*				*		
Psychology						*		
Public Rels.	*	*	*					
Quota System						*		
Reading	*	*	*	*	*			
Retail Mgt.				*				
Retirement								*
Reports								
Sales		*	*					
Spelling	*		*	*	*			
Stress Mgt.					*			
Team Work			*					
Terminal Op.							*	
Train. Others	*			*				
Transport.							*	*
Typing				*				
Vocabulary	*							
Weeds				*	*			

APPENDIX 5

ONA TOPICS BY CATEGORY

☞ OPERATIONS

Agribusiness
- Business Administration
- Marketing
- Management
- Producer Cars
- Quota System
- Sales
- Terminal Operations
- Transportation

Agronomic
- Chemicals
- Crops
- Farming
- Fertilizers
- Weed Identification

Elevator On-Site
- Elevator Functions
- Farm Supplies
- Grain Grading

Marketing
- Concepts
- Terms
- Comprehension

☞ COMMUNICATIONS

Interpersonal
- Customer relations
- In-person
- Head Office (H.O.) Orientation
- Negotiating
- Public Relations

Problem Solving
Psychology

Math

Charts, graphs
Elevator Accounting
Financial Planning

Oral

Conversational Skills
Presentations

Reading

Comprehension
Retention
Speed/skimming

Writing

Basics (e.g., grammar, spelling)
Letters
Memos
Reports

☞ COMPUTERS

Orientation
Programs
Programming
Terminology

☞ EMPLOYEE DEVELOPMENT

Head Office Orientation

Career and Retirement Planning

GED

Leadership

Coaching
Motivation
Training Others
Teamwork

Management

Program Planning

Stress Management

Dealing with Angry Customers

APPENDIX 6

LESSON 1

OBJECTIVES

1. Introductions

2. Writing
   a) To introduce complete versus fragmented sentences.
   b) To introduce paragraphing.

3. Reading
   a) To introduce finding word meaning from context.
   b) To introduce finding information-main idea and details.

4. Math Skills
   a) To introduce chart reading and critical analysis.
   b) To introduce chart making.
   c) To practise conversions of measurement.

5. Presenting
   a) Presenting ideas-explaining, clarifying, linearity.

6. Individual Work
   a) Practise in reading and writing skills.

7. Summarizing and evaluating the class.

UNDERLYING OBJECTIVES

There are three major underlying objectives associated with the first class as follows:

1. To create confidence in the learner.
2. To heighten/create interest in the learner for the learning situation.
3. To gain an understanding of learner competency levels.

Strategies

Strategies to achieve these objectives are as follows:

1. a) To generate learner materials through student contributions based on their expertise.
   b) To create successful learning situation through structured and supported learning exercises.
2. To use motivational content which learners previously indicated is relevant and important to their workplace.
3. To ascertain competency without explicit testing and through ongoing observation.

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LESSON 1

INTRODUCTION

As the students know each other, only the teacher needs to be introduced.

A preliminary course outline can be given to the students. This can be done in written form or more informally as a discussion. It is important to emphasize that this is a starting point only and that the course is intended to remain responsive to their needs.

At this point, the binders can be handed out with an explanation as to the dividers.

WRITING

The first class is intended to introduce common language (terms) that will enable the students and teacher to identify and refer to key writing aspects throughout the course. Therefore, we are laying the foundation for ongoing dialogue about writing.

We are also trying to accommodate a multi-level class by giving visual support to those who may be at a low literacy level, thus ensuring their success in this class by allowing them to directly model or copy what they see. Those with greater competency will serve as a resource for information and as small group leaders. Individual assignments later in the class will allow an opportunity for higher levels to be more challenged. Remember that in the first class, we are trying to ascertain competency levels and ensure success in a non-explicit manner.

One of the topics of interest that appeared repeatedly during the needs assessment was grading. Therefore, the topic we will use to write on, read about and examine charts on will be grading.

TO BEGIN:

1. Tell the students that you would like to learn a little bit about grading. Ask them to tell you some of the things that you need to consider when you're grading. As the students brainstorm, write everything on a flip chart or chalkboard. Clarify spelling and explanations with the students. Also ask them to describe to you some of the problems or issues related to grading. Write these down also.

2. Pick one issue the students seem particularly interested in and circle it. Ask someone to create a sentence related to this topic.

   Eg. Grading needs to be accurate because the company can lose money if it's not.

3. MECHANICS TEACHING POINT

   This is a point at which we introduce a teaching point about sentence structure. Ask the students if they can tell you what is the subject of the sentence they generated. Ask them to explain their choice. Fill in the definition of a subject if required. Repeat this for the verb. Give them the handout called sentence. Read it aloud for them. Ask them if there are any questions at this point.

4. Break the class into groups (can be as small as 2 per group). Make sure that the group has one student who you know has a fairly high literacy level. Give them the exercise with six sentences on identifying fragments/complete sentences. Explain the instructions to them. As they work, the teacher should circulate. If there is a student who is having obvious trouble reading the exercise, the teacher can appoint someone to read them aloud and someone else to record the group's answers.

5. The teacher also observes the competency levels of the students as they participate, making a mental note for later.

6. As soon as the groups seem to be finished, re-assemble for a full group review of the exercise. One person from each group can report or several. Participation should not be forced at this point. You can solicit all the answers and compare.

THERE IS NO WRONG ANSWER TODAY, ONLY BETTER ANSWERS AND EXPLANATIONS.
DO NOT SAY "NO" IF YOU CAN POSSIBLY AVOID IT!!

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READING

We are now going to interweave reading and writing. We are moving towards paragraph writing but will interject with a short lesson on reading for information, finding word meaning and making notes.

1. Hand out the short paragraph on grading. Use an overhead projector or the same paragraph on a flip chart. Read aloud, following the text with your finger (for the low competency levels). Ask the students to circle or indicate somehow the words they don't know. Ask the other students to brainstorm ways of finding out the meaning of unknown vocabulary. We are looking for information on finding meaning from the surrounding context. Fill in the missing information for them if required.

2. Break into groups again. Ask the groups to identify the main idea of the paragraph. Then ask them to find the details in the paragraph. Ask them to list the details in point form.

3. Gather the whole group together and get reports from each. As they give you the information lay it out in a diagram for them with the main idea at the center in a circle and the supporting details in a spoke radiating out from there.

WRITING

1. MECHANICS TEACHING POINT

   Hand out the page on paragraphs and read through it in the same manner as the sentence page. Go to the group work and see if their work fits this description. Explain the concluding sentence and tell the students we will deal with this in more depth later but that it is also an important element.

2. Go back to the student generated sentence about grading. Break the students into groups and tell them to create a paragraph

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following the organization just discussed. Tell them to brainstorm the details and lay them out in a diagram. then they have to decide which should come first ,second, etc. and create sentences. Tell them to add a conclusion if they like. One person can be responsible for writing the sentences down while the group composes. Again, the groups report back to the whole group.

3. This time, ask the recorder to read the paragraphs aloud to the group. Question them about their decisions for ordering etc.

REMEMBER,

EVERYTHING IS BASICALLY RIGHT THIS CLASS !
LOOK FOR THE POSITIVE !

INDIVIDUAL WORK

Explain to the students that each class you will have a time for them to work individually on something of their choice related to what the class is working on. Today the selection is:

1. Identifying fragments/complete sentences.
2. Fixing fragments.
3. Creating complete sentences.
4. Creating paragraphs.
5. Copying paragraphs we have used in class with revisions.
6. Reading other passages on grading for information.

The teacher should assist each student in picking something to work on. I should remind the teacher that throughout the class they should be circling to observe student work, trying to assess competency level.

The teacher should give feedback to each student, also offering assistance where necessary.

REVIEW AND SUMMARY

Tell students that you are moving on from reading and writing and want to do a short summary of what we've covered today. Ask the students to tell you about sentences, paragraphs and finding vocabulary meaning.

CHARTS AND GRAPHS

1. Hand out a chart on grading. Ask the students to tell you how to read it. You can ask a few specific questions if you think it's necessary. Ask them for an interpretation. Ask them to identify if something is missing. (Note: There is missing information-the year is crop year 1981-82).

2. Emphasize that you can not just accept charts and graphs at face value. You have to view them with a critical eye. Asking questions such as who, what, where, when, why can give valuable information. The point is that unless the information in a chart is complete it has little value and you have to learn to recognize good information versus poor.

3. Give the students some written information and ask them to create a chart.

MATH

1. Converting bushels to tonnes. Ask the students if they can list the most common grains and their conversions. Give them the handout with this information.

2. Ask them to tell you how to convert 8 tonnes of wheat to bushels. Create a general formula.

3. Use it for another conversion, eg. 15 tonnes of oats to bushels.

HOME STUDY

1. Tell the students that they are welcome to take any of the individual assignments that they didn't work on in class to complete on their own. You will mark them if they wish.

2. Hand out the home study assignment and explain it to the students. Tell them that they can ask you questions after class if they prefer.

The home study assignments are meant to co-ordinate with what has been worked on in class. They are not meant to be burdensome, but are meant to transfer some of the class work to the workplace. At first students may seem reluctant and unsure. However, it has been my experience that in a few classes they will look for extra assignments to work on.

SUMMARY AND EVALUATION

1. Summarize the objectives of the class in terms of introducing writing, reading, evaluating infromation and math components which are important to their workplace everyday. If this is not relevant to current job duties, it seems that it will be in the future.

2. Ask the students if they found this information useful. You can expect them to reluctantly answer at first. Shortly, they will be used to this question and their answers will help to form ongoing needs assessments and objectives.

Note:

It would be helpful to you to write a few subjective evaluations of what you observed as student competency levels. As soon as you can comfortably get a writing sample do so, and xerox it for your records as a beginning competency level.

SENTENCES

COMPLETE SENTENCES must have a subject and verb.

A **subject** refers to who or what the sentence is about.

Eg. Grain elevators are important to producers.

A **verb** is a word or words which indicate an action or state of being.

Eg. We grade wheat according to factors.

Eg. Wheat is a cash crop.

A sentence can have two subjects.

Eg. Wheat and barley must be graded.

A sentence can have two verbs.

Eg. At a grain elevator, we grade and store wheat.

When a sentence is complete and can stand by itself, we call it an **INDEPENDENT CLAUSE.**

Sometimes we use words like:

when	until
while	although
before	even though
after	because
if	since

before an independent clause. When this happens the clause is no longer independent and cannot stand alone.

It is now called a **DEPENDENT CLAUSE** as it depends on additional words to make a complete thought.

If it appears alone, it is called a **FRAGMENT** and it ungrammatical.

Eg. because it affects the price producers receive.

Even though there is a subject and verb, we need more information to be able to understand the message.

Eg. Grading is an important process because it affects the price producers receive.

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IDENTIFYING FRAGMENTS OR COMPLETE SENTENCES

A. Circle the subject and underline the verb in each sentence.

B. Put an "F" in the blank _____ if the clause is a FRAGMENT.

Put a "C" in the _____ if the clause is a COMPLETE sentence.

___ 1. The percentage of weight of dockage.

___ 2. A running sample is taken while grain is flowing from a spout or being conveyed on a belt.

___ 3. Numbers 1 and 2 C.W. Barley must be free from large oil bearing seeds such as sunflower seeds and soybeans.

___ 4. Samples containing any large oil bearing seeds.

___ 5. Canadian Wheat Board to market test varieties which do readily fit into grade structure.

___ 6. Dockage is reported to the nearest 0.1% in commercially clean shipments.

SENTENCES - FRAGMENTS OR COMPLETE

A. Indicate with an "F" or a "C" whether sentences are fragments or complete.

___ 1. Five principal factors are considered by grain inspectors when grading grain.

___ 2. Refers to the condition of grain which has been affected by or has deteriorated in storage.

___ 3. For each class of grain in each section, the size of the sample to be analyzed for the presence of specific grading factors.

___ 4. That there is evidence that Canadian producers will derive a benefit from its production either immediately or in the near future.

___ 5. Roughage includes chaff, threshed wheat heads, loose hulls, empty seed pods, knuckles, etc.

___ 6. Kernels charred or scorched by fire.

___ 7. Generally, the more vitreous a kernel, the higher its protein content.

___ 8. Hard shale, hard earth pellets, hard fertilizer pellets and other non-toxic materials of similar consistency.

___ 9. When kernels are decayed caused by bacteria or fungi.

___ 10. Soundness refers to the extent of damaged kernels and under most circumstances is the single most important grading factor.

B. Take the fragmented sentences and make them into complete sentences.

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SENTENCE WRITING

Write a sentence about each of the following grading factors.

1. The test weight of grain.

2. Soundness.

3. Maximum limits of foreign material.

4. Varietal purity.

5. Vitreousness.

6. Dockage.

7. Moisture content.

8. Protein content.

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PARAGRAPHS

NEED :

---

1. Topic Sentence

A topic sentence tells what the topic of main idea of the paragraph is.

Example:
A grading factor is a physical condition resulting from growing conditions.

2. Body

The body contains supporting details for the topic sentence.

** Everything in the body must relate to the topic or it doesn't belong in the paragraph.

Example:
Factors include things like frost damage.

3. Conclusion

A conclusion is a signal that the topic is over. It can summarize, evaluate or lead to a new topic.

Example:
It is important for grain elevator employees to make a correct determination of grading factors as it directly affects the sale price.

A grading factor is a physical condition, resulting from growing conditions, which indicates a reduction in quality. Factors include things like frost damage and sprouted or heated kernels. They are determined visually and somewhat subjectively. Factors are listed in order of importance when giving reasons for grade. Samples are degraded depending on the amount and severity of damage and according to tolerances specified in grade determinant tables. It is important for grain elevator employees to make a correct determination of grading factors as it directly affects the sale price.

PARAGRAPH WRITING

Choose one topic or one issue related to grading and write a paragraph about it.

CREATE A CHART

Use the following information.

Minimum Weight Specifications, Amber Durum Wheats*

* Basis cleaned sample, kilograms per hectolitre.
** Applies equally to grades of three subclasses.

Argentina	No.1	78.0
	No.2	75.0
	No.3	72.0
Australia not exported		
Canada	No.1	80.6
	No.2	79.2
	No.3	77.0
United States**	No.1	77.2
	No.2	74.6
	No.3	72.1

CHARTS

Table 20. Minimum Weight Specifications*

Country	GRADE			
	No.1	No.2	No.3	Class
Argentina	78.0	75.0	72.0	Hard Red
Australia	74.0 No.1 Prime Hard	74.0 No.1 Hard	71.1 No.2 Prime Hard	Hard White
Canada	79.3	77.6	76.2	Hard Red Spring
United States	74.6	73.4	70.8	Hard Red Spring
	77.2	74.6	72.1	Hard Red Winter

* Basis cleaned sample, kilograms per hectolitre. Weights basis composition of export standard samples. (Grains and Oilseeds. Canadian International Grains Institute.)

MATH

CONVERSIONS

Tonnes to Bushels

Wheat	36.74 bushels/tonne
Barley	45.83
Oats	64.93
Rye	39.78
Flax	39.37
Canola	44.09
Corn	39.37

LESSON 1

HOME STUDY

Reading

1. Find a written article of interest to you. It can be from a newspaper, pamphlet, book or other information from your workplace.

   A) Find the main idea.
   B) Find the supporting details.
   C) Find a conclusion if there is one.
   D) Make notes of A,B,C.

Writing

1. Create a paragraph on a work related topic of your choice. It should be at least 7 sentences long. Make sure it has the proper organization.

   OR

   Create a paragraph on a selected topic.

2. Complete 2 more sentence fragment assignments.

Charts

1. Think of a chart that you may use or see at work. Analyze it for sufficient information. Is it a good chart? Create a brief written statement about the chart.

* The above assignments will be handed in for a quick review.

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Name: _____

STUDENT OBSERVATION - Questions to consider.

Date:

Did the student participate fully in the class work?

If not, could you determine what the problem was?

If the student was participating, did you observe any of the written work?

How was the handwriting?

Were they using complete sentences?

Were they hesitant or fairly fluent?

Did they seem to be reading the handout material?

Were they reading very slowly?

Did they indicate that it was too easy or too hard?

Did they readily volunteer answers in class? Did they ever volunteer answers in class?

Were the answers appropriate?

What is your impression of the student's competency level?

APPENDIX 7

ORAL PRESENTATIONS

TO THE TEACHER

Presentation skills should be handled in a sensitive way. Most students will be nervous about doing presentations and some will never get over this fear. Your objective is to provide all the support necessary through structured information and feedback, along with a safe practise environment. Set the tone in the class as being positive and supportive. Do not allow ridicule at any time.

You can begin by having students present in unconscious ways, such as providing impromptu answers from their chairs. When you sense that the class is comfortable with this, move on to more formal types of reporting like group reporting on in-class assignments. Then go to individual short prepared introductions, conclusions, etc. with small group feedback. When the class has had a chance to explore all the elements of presenting, then get them to begin short presentations to the whole group, focusing on a particular presentation element if you like. Always keep the feedback focused on selected areas for comment and end each critique with the things that were liked/positive. Keep moving up to longer presentations incorporating more elements. The idea is to systematically de-sensitize the students to full presentations through step by step confidence building.

ACTIVITIES

1. Brainstorm all the situations when you may have to make a presentation in your workplace. What about in the future?

2. Prepare a two to three minute presentation about something that happened to you. It can be something funny, exciting or frightening. Deliver your story to a small group.

   What are the strengths and weaknesses of the deliverer's style? How can the style be improved?

3. Choose a problem at work or in the community, province or country. Prepare a one to two minute introduction following the introduction guidelines. Present to the group.

   Is it an effective introduction?

4. Define this classroom as an audience.

5. Brainstorm potential audience problems and how you could solve them.

6. Create a list of potentially interesting topics for this class. Consider each one in terms of how suitable it would be for the class. Consider whether the topic as it's now stated would be too limited, too general, too technical or too well-known.

7. Create a one to two minute conclusion. Present to the group. Is this an effective conclusion?

8. Prepare a four to five minute presentation for the entire class. Follow the guidelines for organizing a delivery. Consider the tip sheets and your checklists. Prepare brief notes to prompt you if you need them.

9. Consider your topics list. What would be the best way to organize the information? This can be done by examining an example as a group or more in-depth with small group work. You could also give the same topic to all the small groups and compare their organization.

10. Prepare a five to six minute presentation for the entire class. Follow your guidelines and pay particular attention to the transitions.

11. Have the class take notes on the types of transitions used in a presentation.

12. Have the class take notes on the types of support used in a presentation.

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13. Have the class write questions for the presenter.

    a) The class can decide on topics and create questions to be addressed by the presenter.
    b) The class can create questions on the presenter's chosen topic before the presentation is written.
    c) The class can specifically think of questions to ask while the presentation is being given.
    d) Have the class create hard to answer questions/situations and strategize how to resolve them.

14. Have the class discuss audio-visual aids in presentations. Examine the advantages and what can go wrong. Provide examples for examination if you wish.

15. Analyze some of the presentation topics to see if visual aids would be an effective addition.

16. Prepare a seven to ten minute presentation bringing together all the elements of presentation skills. Consult your checklists to make sure you have covered everything.

17. Invite an outside presenter into the classroom. Use it as an opportunity to discuss the presentation style in a subsequent class.

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DEVELOPING A DELIVERY STYLE

TYPES OF DELIVERY

1. PROMPTED
   - prepared and practised in advance
   - use note cards to prompt yourself
   - conversational and relaxed

2. IMPROMPTU
   - no advance warning
   - difficult to be organized

3. MEMORIZED
   - difficult to sound natural
   - could forget

4. MANUSCRIPT
   - for very formal situations when the material is complex or technical
   - difficult to keep the audience's attention, sound natural or respond to audience reaction

EFFECTIVE DELIVERY

1. Must sound enthusiastic

2. Must make eye contact
   - keep your eyes moving from person to person

3. Must use your voice effectively
   - be loud enough
   - pronounce your words clearly
   - speak at a normal rate of speed
   - be conversational and sound friendly

4. Must pay attention to your body language
   - stand or sit up straight-no leaning on tables
   - don't play with things (e.g. pencils) or shift around a lot
   - you can use hand or arm movements as long as they are not distracting

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ORGANIZING A DELIVERY

There are three general purposes for a presentation:

1. To inform
2. To persuade
3. To entertain

All presentations will need to be organized as follows:

A. Introduction
B. Content
C. Conclusion

A. EFFECTIVE INTRODUCTIONS

1. Must be brief and to the point.

2. Must focus attention on the topic and create immediate interest.
   - gives the audience a clear reason to pay attention, perhaps how useful or important is the topic

3. Identifies what the presentation is about and how you plan to present the information.
   - preview of the content and organization of the presentation which allows the audience to follow you easier

4. Advise the audience about questions.
   - tell the audience you will allow them to interrupt or that you will allow a question time at the end

B. CONTENT

1. Must adapt presentations to the audience and consider:
   - interests and needs
   - age, sex, income level, education
   - occupation and position in organization
   - previous knowledge of the material
   - expectations about the presentation

2. Length
   - consider time limits
   - effective listening time is about 20 minutes

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3. Situation
   - number of people
   - seating arrangements
   - formality
   - facilities available to you eg. chalkboard, microphone

4. Organize the information logically.

5. Stick to the topic.

C. CONCLUSIONS

1. Must be brief and to the point.

2. Must remind the audience of what you have said.

3. You can:
   - summarize or highlight main points
   - remind audience of importance of topic
   - emphasize major conclusions
   - recommend further inquiry or action

4. Signal the conclusion by using a phrase such as:

   In conclusion.....
   To sum up.....
   Before I end.....
   Before I open this up for questions.....
   Briefly, then, I'd like to summarize.....

5. Allow a question period.

ORGANIZING INFORMATION

The following are some of the most commonly used patterns of organization.

Arranging the Main Points

1. Topical order - the main topic determines a natural set of subtopics such as advantages, uses, types, categories, ways or reasons. They are presented in a logical order as follows:

   - from the least important to the most important
   - from the most important to the least important
   - from the simple to the complex
   - from the general to the specific
   - from the specific to the general
   - from the known to the unknown

2. Chronological Order - arranges points as they occur in time.

3. Spatial Order - arrange points according to some logical pattern in space such as from east to west, from far to near or from top to bottom.

4. Problem-solution - arrange according to several options.

   a) analyze the problem in detail and offer one or two solution
   b) briefly state the problem and give a detailed explanation of the solutions
   c) explain the problem and then recommend the best solution

   Explaining a problem should include:

   a) definition of the problem
   b) background of the problem
   c) causes of the problem
   d) effects of the problem
   e) solutions to the problem

5. Cause and effect - arrange in one of two ways.

   a) detailed explanation of the causes with brief mention of the effects
   b) emphasize the results or effects of an event

6. Reasons for and against - present both sides of the issue by presenting the details of one side of the question first and then all the details on the other side.

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7. Comparison-contrast - arrange in one of two ways.

a) first discuss one of the items to be compared in full detail and then the other item in full detail, making sure to use the same order of discussion with both
b) compare both items point by point which emphasizes details

TYPES OF SUPPORT

Definitions - explanations of words or concepts

Facts - true statements about reality

Statistics - facts reported in numbers

Examples - specific instances used to clarify or illustrate a point

Descriptions - detailed explanations resulting in a verbal picture

Testimony or Quotations - words of an expert or authority

Anecdotes - brief, often amusing, stories to explain or emphasize a point

Comparison and Contrast - explain something unfamiliar by comparing it to something familiar

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TRANSITIONS

Transition words and phrases help to link ideas and show relationships between ideas in both writing and speaking. This greatly helps the audience to follow what you're saying. The following are commonly used transitions:

BETWEEN SENTENCES OR PARTS OF THE PRESENTATION

Addition: in addition, also, moreover, besides

Example: for instance, for example, to illustrate, such as

Explanation: in other words, that is, to put it another way

Time: now, first, second, third, after, before, later, finally

Result: therefore, consequently, for this reason, as a result

Cause: is due to, since, because of, resulted from

Contrast: nevertheless, although, even so, despite, despite the fact that, in contrast, on the other hand, however, otherwise, even though, while

Comparison: in comparison, similarly, in the same way, can be compared to, like, is like

Generalization: in general, in most cases, usually, for the most part

Reference: as I mentioned before, as I said earlier, to repeat what I said earlier

Condition: if, unless

PHRASES

- *To preview the organization of your presentation*

  "First, briefly I'd like to review the causes of..... Then I will offer three possible solutions to the problem."
  "I will first describe the parts of the machine and then I will describe how they work."
  "Let me first explain what we've done on the project so far and then I can tell you what our future plans are."

- *To start with the first main point*

  "The first advantage (reason, step) is...."
  "Let's start with the major cause of the problem."

- *To add other main points*

  "The second (third,fourth) main effect is...."
  "That is the first advantage of..... Let's take a look at another main....."
  ""Let's move on to another main....."

- *To move from one part of the presentation to another*

  "I now want to go on to....."
  "Now that we've considered....,let's turn to..."
  "What are the advantages(disadvantages, results) of this plan?

- *To end the presentation*

  "In conclusion (closing,summary)....."
  "To conclude(summarize, sum up)....."

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HANDLING QUESTIONS

1. Be polite no matter what!

2. Set a time limit.

3. Make sure you understand the question.

4. Don't talk too long on one question but try to be answer fully.

5. If you don't know the answer, say "I'm afraid I don't know the answer to that question."

6. Signal that the question time is over by saying "I think we have time for one more question."

PREPARATION TIPS FOR A PROMPTED DELIVERY

1. Prepare an introduction, the content and a conclusion according to the guidelines. Consider the check lists to see if your presentation measures up.

2. Make an outline of what you want to say. Don't write out every word. Make sure your outline is in a logical order.

3. You should only use a maximum of five main ideas. The audience probably won't remember any more than this.

4. Know the outline very well, but don't try to memorize the information. It is helpful to feel confident about the direction of your presentation.

5. If you wish, you can prepare brief notes on small cards to refer to occasionally.

6. Write on only one side of your cards. Use key words or short phrases and don't write too much on the card. To remind yourself to emphasize something, you can use capitals, a different coloured pen or underline. Number the cards in order to guard against getting them mixed up. You should be very familiar with this material so that the cards are just a prompt.

7. Check over the words you're using. Are some of them difficult to pronounce? If so, then change them. You need to feel confident about your ability to speak well.

8. Make sure your presentation meets the time limits. You can practise in front of someone else, use a tape recorder or just try it out loud alone.

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PUT OPTION

- right to sell - specified price
- protection - price decrease
- "put" commodity - market

Sample of a prompt card

TIPS FOR VISUAL AIDS

Visual aids help to clarify complex ideas, emphasize important points and, most importantly, involve the audience.

TYPES:

1. Blackboards or whiteboards - use for simple information only such as names, dates, diagrams
   - don't spend a lot of time writing with your back to the audience

2. Flip Charts - provides a permanent and ongoing record of what you would put on a blackboard
   - used to create a visual point form version of the presentation
   - can rip the pages off and tape up elsewhere as you go
   - can be noisy, awkward and distracting

3. Pre-Prepared Charts - gives graphic representation of ideas e.g. pie charts
   - must make sure they are big enough to be seen

4. Objects/Models - actual objects or representations provide good examples
   - again, everyone must be able to see

5. Overhead Projectors - allows you to face the audience while still talking and pointing
   - can be noisy, awkward and difficult to use and adjust

6. Films/Slides - sometimes effective although they take the focus off the speaker

7. Handouts - highly effective way of reminding the audience of your presentation and providing an outline
   - consider giving it to them at the end of the presentation to avoid distractions

GUIDELINES FOR USING VISUAL MATERIAL

1. Try to remain facing the audience as much as possible.

2. Show only the visual aid you are referring to at that time and put the others away.

3. Use only neat and well-prepared visual aids as messy last minute ones can discredit you.

4. Limit the number you use as too many is overkill.

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5. Be prepared in advance! Bring what you need with you and don't rely on others to set up properly. Make sure your equipment works and test it all before you begin, particularly overhead projectors.

DELIVERY STYLE CHECK LIST

		YES	NO
1.	Enthusiastic	___	___
2.	Making Eye Contract	___	___
3.	Loud Enough	___	___
4.	Slow Enough	___	___
	Fast Enough	___	___
5.	Pronouncing Clearly	___	___
6.	Friendly Tone	___	___
7.	Sitting/standing Straight	___	___
8.	Distracting Hand Movements	___	___
9.	Other Distractions	___	___

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EFFECTIVE INTRODUCTION CHECK LIST

		YES	NO
1.	Brief, to the point	___	___
2.	Identification of Topic	___	___
3.	Reason to Pay Attention	___	___
4.	Identification of Organization of Presentation	___	___
5.	Heighten Interest	___	___

How? _____

_____

6.	Advise about Question Time	___	___
7.	Any Apologies	___	___

8. Comments: _____

_____

_____

EFFECTIVE CONTENT CHECK LIST

		YES	NO
1.	Does it meet the audience's needs, interests, characteristics?	___	___
2.	Is the information logically organized?	___	___
3.	Is the information on the topic?	___	___
4.	Is it within time limits?	___	___
5.	Do you know your speaking situation? (ie. number of people etc.)	___	___

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EFFECTIVE CONCLUSION CHECK LIST

		YES	NO
1.	Signal Phrase Used	___	___
2.	Brief, to the point	___	___
3.	Remind Audience of Content	___	___
4.	Concluding Strategy - remind of importance, summarize, emphasize, recommend	___	___
5.	Question Time	___	___

FINE TUNING DELIVERY CHECKLIST

		YES	NO
1.	Are clear and smooth transitions?	___	___
2.	Is there adequate support for the main ideas	___	___
3.	Are visual aids appropriate?	___	___
4.	Are visual aids well prepared/used?	___	___
5.	Are hand-outs appropriate?	___	___
6.	Are you prepared to answer questions?	___	___
7.	Have you set a time limit for questions?	___	___
8.	Do you have felt pens, tape, etc.	___	___
9.	Can the audience see and hear your presentation?	___	___

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PRESENTATION EVALUATION

Speaker: _____

Topic: _____

Evaluator: _____

Rating System

Complete the following evaluation form by filling in the appropriate number of points in the blanks provided. The point values are as follows:

2 = Excellent 1 = Satisfactory 0 = Needs Improvement

These points can be added up to give a total score for each section on the form. Follow your teacher's instructions in rating the speaker on one, some, or all of the sections included in this form. Space is provided on the form for your comments on specific strengths or weaknesses of the speaker's presentation. You can also add suggestions for improving future presentations.

I *Delivery*

Points out of 10: _____ Comments:

_____ A. volume -- loud enough to be heard clearly

_____ B. eye contact with audience

_____ C. natural delivery - not read or memorized

_____ D. rate of speech - not too fast or too slow

_____ E. posture/body movement - no distracting mannerisms

II *Content*

Points out of 10: _____ Comments:

_____ A. clear central ideas

_____ B. topic suitable for time available - not too limited or too general

_____ C. topic suitable for this audience - not too technical or too well-known

_____ D. topic developed with relevant details, facts, examples that provide strong support of central ideal

_____ E. presentation meets time requirements - not too long or too short

III *Organization*

Points out of 10: _____ Comments:

_____ A. introduction

_____ B. use of transitions

_____ C. main points clearly stated

_____ D. development of ideas logical, easy to follow

_____ E. conclusion

IV *Language*

Points out of 6: _____ Comments:

_____ A. accuracy of communication - clarity of ideas

_____ B. vocabulary appropriate for this audience - difficult or technical words explained

_____ C. pronunciation/intonation

V *Visual Aids*

Points out of 4: _____ Comments:

_____ A. easy to see - simple, clear, right size

_____ B. helpful in clarifying topic

Total Number of Points Received by Speaker: _____

Total Number of Possible Points: _____

Questions to ask the speaker:

1. _____

2. _____

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APPENDIX 8

Agriculture Sector Practitioner Pre-Interview Questions

1. Please prepare a 200-word essay on your philosophy of workplace literacy education. This should be no more than one typewritten page. Please do not call the Manitoba Literacy Office for consultation with regard to this subject.

2. Please prepare and be ready to explain your teaching methodology for ONE of the following two topics. This should be no more than a 15-minute presentation.

a) Vocabulary building using a workplace brochure.

b) How to find the main idea in a workplace-related document such as a memo from Head Office.

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Practitioner Interview Questions

1. Could you tell us about your teaching experience, focusing on adult education and/or literacy if possible. Any additional experience?

2. What do you think a learner brings to a program?

3. Do you have any experience working with a multi-skill level group? What strategies would you use in this kind of situation?

4. What experiences have you had using curricula that is not school-based? Explain.

5. In preparing for this interview, you must have had some thoughts on what you might experience with a class of this nature. Could you tell us about those?

6. What would you expect your role and responsibility as a workplace instructor to be?

7. What strengths do you bring to this job?

8. In what areas will you require supports?

9. When and what times are you available?

10. Do you have any commitments which would prevent you from completing this contract?

11. Do you have any questions for us?

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APPENDIX 9

DESCRIPTION OF LEARNING STAGES

Stage One Learners

If the learner says that he/she cannot read at all, can barely sign his/her name, or has difficulty with simple reading or writing tasks, then this learner is most likely a Stage One Learner.

Introductory work will focus on the following:

- language experience stories,
- introduction of the alphabet and notions of print,
- word recognition activities,
- photo stories,
- listening to stories on tape and to others read, and
- doing assisted reading with a tutor or teacher.

Stage Two Learners

If the learner can read some headlines, write simple sentences (even if these have spelling errors) and/or read basic literacy text, then this learner is most likely a Stage Two Learner and should be working on the following:

- developing writing skills,
- writing for the purpose of inventing spelling tasks,
- learning spelling words from his/her own writing,
- practising silent reading, and
- doing assisted reading of more difficult texts with tutors and teachers.

Stage Three Learners

These are learners preparing for college, further training or GED. For the most part, these learners will need the most guidance with the following:

- developing a variety of writing skills (e.g., essay writing, proof-reading, drafts and re-writes, and styles),
- individualized spelling,
- reading comprehension and advanced reading assignments, and
- vocabulary development.

(This was paraphrased from the Tutor Kit, Literacy Branch)

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APPENDIX 10

STUDENT EVALUATION

WORKPLACE EDUCATION TRAINING PROGRAM

COMPANY NAME: Manitoba Pool/United Grain Growers 1993

Number of responses:

A. COURSE STRUCTURE

Were the times and days of the course good for you?

Yes ____ No ____ If no, how would you change them?

_____

_____

B. COURSE CONTENT

1. How much progress did you make in these areas?

	No Change	A Little	A Lot
1. Sentence variety			
2. Spelling			
3. Writing (ie. persuasion)			
4. Graphs and charts			
5. Paragraphs			
6. Reading			
7. Oral presentations			
8. Workplace communication			

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2. Which two helped you most?

_____ _____

1 response # 2
7 responses # 3 (writing)
4 responses # 4
1 response # 5
14 responses # 7 (oral presentations)
1 response # 8

3. Which two were less helpful?

_____ _____

2 responses # 1
5 responses # 2
1 response # 3
6 responses # 4 (graphs and charts)
10 responses # 6 (reading)
3 responses # 8

Other Comments:

_____

_____

_____

C. **TEACHING METHOD**

1. The following is a list of methods and materials used in the course. How helpful were these to you?

	No Help	A Little	A Lot
1. Sentence exercises			
2. Hand-outs on writing, reading, math			
3. Reading workplace pamphlets			
4. Presentation practice			
5. Lecture			
6. Home study			

2. Which two were the most helpful?

_____ _____

7 responses # 1 (sentence exercises)
2 responses # 2
2 responses # 3
13 responses # 4 (presentation practice)
2 responses # 5
2 responses # 6

3. Which two were less helpful?

_____ _____

2 responses # 1
6 responses # 2
8 responses # 3 (reading pamphlet)
6 responses # 5 (lecture)
5 responses # 6

D. INSTRUCTOR

1. Please tell us what you think about your instructor in the following areas:

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	Not Good	Good	Excellent
1. Was prepared for the class			
2. Made good use of time			
3. Explained the lessons			
4. Gave interesting and useful lessons			
5. Gave everyone a chance to practice			
6. Spoke clearly			
7. Encouraged the students			
8. Was patient			
9. Was helpful			
10. Had a sense of humour			

2. An improvement I would suggest to my instructor is:

_____

_____

3. Something I really liked about my instructor was:

_____

_____

E. **GENERAL**

1. Was the course: (a) too easy ___
(b) too hard ___
(c) just right for you ___

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Explain:

_____

_____

2. Would you like another Workplace Education course at your workplace?

Yes ____ No ____ If yes, when? _____

_____

3. If yes, what would you like to learn about?

_____

_____

_____

4. Other Comments:

_____

_____

_____

_____

_____

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Title: Reinforcing Workplace Literacy and Employability Skills in Technology Education.

Description: This session will demonstrate the use of workplace skill task analysis as a tool to highlight employability skills as included in technology education courses.

GOALS

1) To foster an awareness of the workplace literacy and employability skills implicit in technology education.
2) To encourage educators to revisit their curriculums in light of changing skill demands of the global market place.
3) To provide a brief overview of essential employability and workplace literacy skills as determined by studies sponsored by the Manitoba Basic Education in the Workplace Steering Committee and the National Literacy Secretariat.
4) To present a workplace literacy task analysis form to determine trades-related reading, writing and math skills in technology education courses.
5) To demonstrate the use of an employability skills task analysis as a tool to assess critical thinking, problem solving, team work, and personal management skills in course content.
6) To demonstrate how technology educators can incorporate, reinforce and develop workplace literacy and employability skills in their classroom.

PRESENTATION OUTLINE

Introduction/Rationale (Goal 1& 2) (5 minutes)
This section will highlight the need to prepare students for participation in a global workforce with anticipated shortages of skilled technicians, technologists and trades people.

Studies Overview (Goal 3) (10 minutes)
Using data from Canadian studies, essential employability and workplace literacy skills needed in trades and technology based occupations will be presented.

Workplace Literacy Analysis (Goal 4) (15 minutes)
Workplace literacy skills (reading, writing, mathematics and communication) are not often incorporated into a technical laboratory setting as a specific component. Using literacy task analysis materials will help educators to review their course to determine the workplace literacy tasks embedded in activities.

Employability Skills Analysis (Goal 5) (15 minutes)
Employability skills such as critical thinking, problem solving, and team work can be determined using a systems analysis approach in technology education. This section will present examples of materials, that will enable educators to assess to students skills in these areas.

Integration of Workplace Skills in the Classroom (Goal 6) (20 minutes)
Demonstration of tools and techniques that will assist the educator in developing or modifying classroom material to reinforce and develop workplace literacy and employability skills in the classroom.

Question and Discussion Period (15 minutes)

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